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HARVARD AND THE FUTURE



THE HARVARD ENDOWMENT FUND

165 BROADWAY, NEW YORK

1919

HARVARD ENDOWMENT FUND

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HARVARD

AND THE FUTURE

ONE thing must have been brought home to all of us by the War. That is America's keen need of trained men. We wanted then, and we want even more today, men who can lead in vital work. We want men with a firm grasp of fundamentals, with the background of a liberal education, and with minds trained to think straight.

Serious economic and social problems confront us today. Who is going to solve them?

Trading, manufacturing, transportation, finance, the sciences, government, public welfare hold tremendous opportunities for service and progress. Who will have the vision, the judgment, and the trained minds to deal with them in all their complexity and magnitude?

Educated men.

The country looks to its universities and colleges to produce men trained for leadership. The primary function of these institutions—and their highest duty—is the production of trained men.

The importance of the university as the intellectual center of the nation grows with the years. More and more are university teachers looked to as leaders of thought, not only in purely academic fields but in the eminently practical fields of economics, scientific business, law, medicine, and all the applied sciences. They are relied on to show the way in their chosen subjects, and by their pioneer work in research, to make fresh contributions to human knowledge.

America is realizing at last how inextricably her future is bound up with the future of her universities, for she must depend for her true power on her trained men, and for her trained men she must depend on her universities.

But our universities cannot do this vital work effectively without help.

Two obstacles stand in their way and threaten to reduce them to mediocrity within the next twenty years.

First, the insufficient pay of university teachers, which inevitably will result in a poorer grade of teachers.

Second, lack of funds for adequate budgets and thorough equipment.

Both conditions have one main cause: Our universities have too great a task for the income available.

American universities are constantly on the verge of insolvency. They are forced to live from hand to mouth; teachers are underpaid; equipment does not keep pace with modern demands; as educational institutions they will be unable to keep up to standard. And Harvard is no exception.

THE DANGER OF UNDERPAYING TEACHERS

TO train her students, Harvard should have the best teachers. The fact is that this ideal toward which Harvard has striven during nearly three hundred years is less likely now of attainment than ever before. Because of underpayment of the teaching staff, Harvard is threatened with the loss of some of her brilliant men and with increasing difficulty in replacing them with teachers of equal caliber.

Let us consider the point of view of the teachers. When a man becomes a teacher, he does not look forward to the accumulation of a fortune. His dominant motives are love of teaching and devotion to the aims of scholarship. He must, however, have a material basis for the realization of his ideal, namely, a competence sufficient to insure a living conforming to the modest standards of academic life, the means of enjoying

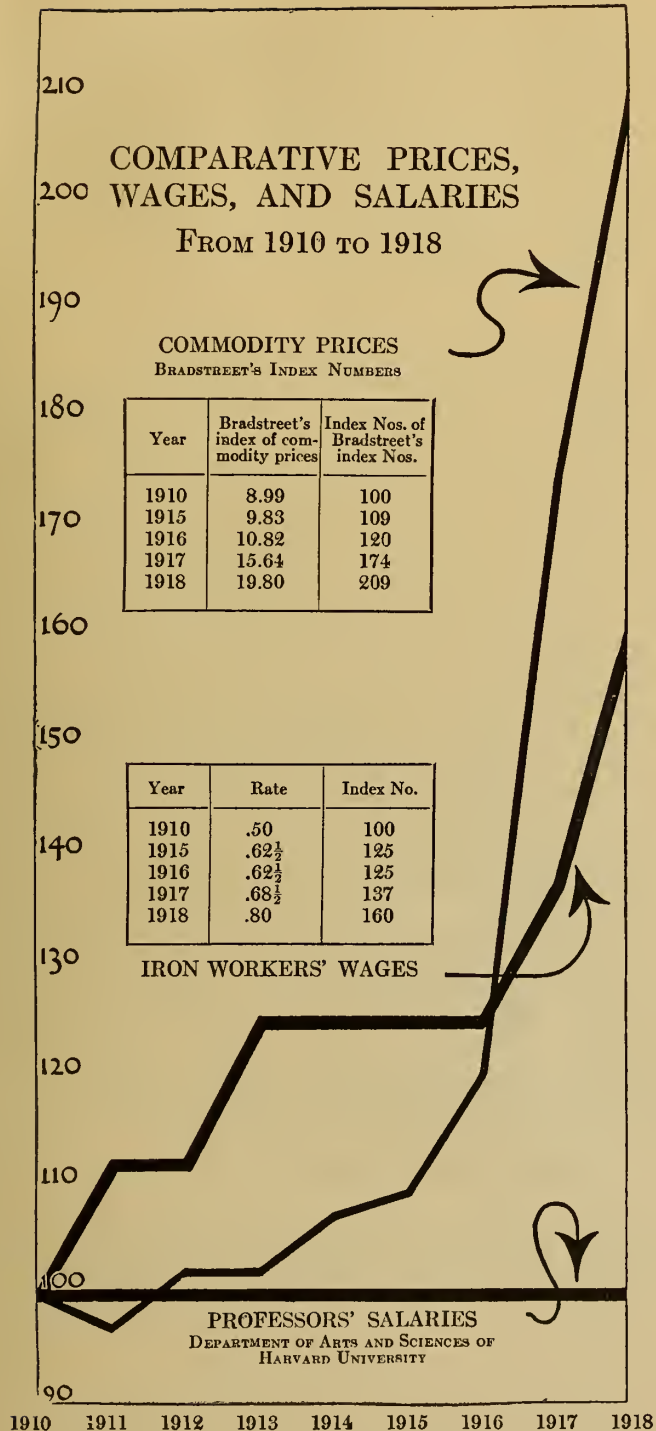
family life, and a reasonable provision for the assistants and the equipment necessary for the economic use of his time and energy.

Consider the present scale of salaries at Harvard today. This scale went into effect in 1905, and since then the cost of living has more than doubled. Think how a man, particularly if he has a family, is to live in Cambridge on these salaries paid in the Faculty of Arts and Science:

Instructors . . .	\$1200 to \$1500
Assistant Professors,	\$2500 to \$3000
Professors . . .	\$4000 to \$5500

On this salary basis teachers at Harvard with the highest scholarly attainments and with unusual teaching ability cannot afford to remain today unless they have private incomes or earn money by outside work. Great teachers and

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scholars are rare. Harvard should not be compelled to look for the scholar who has a fortune, neither should she ask her ablest men to do distasteful and fatiguing "pot-boiling."

Such work steals from them precious energy and the free time they should

have for scholarly research. The task of teaching, with its collateral reading and preparation, is arduous enough in itself. Absolute necessity compels many teachers to drive themselves to their utmost limit. This means a poorer grade of teaching from men capable of the highest grade. It is not fair to the students, and it is not fair to the teachers. Most important of all, it is not fair to the country which the University serves.

It is safe to say that 90 per cent of the teachers at Harvard cannot live, without personal sacrifice, on the salaries paid them for teaching. The older professors, who have given almost a lifetime of devoted service to teaching, will continue to teach brilliantly and with immense benefit to all who hear them. They will make additional sacrifices rather than lay aside their work now. But every year their financial burden grows greater. Only the highest loyalty to Harvard and love of their work keep them in the teaching profession. Harvard may expect loyalty from her teachers, but she should not expect economic martyrdom.

The younger professors, who are making less than their seniors, and who in many instances have families, are forced to still more arduous effort in order to support themselves and remain at the work they love. The war has emphasized to many industries the commercial value of the professor. Business men in war tasks met college teachers, appreciated their worth and, in many cases, offered

them attractive positions at three or four times their university salaries. The lure of occupations of this sort is likely to become more tempting each year.

The young scholars, who should be the professors of tomorrow, stand between two alternatives. One is three years of additional labor and a considerable investment before they can become Doctors of Philosophy and thus qualify as university teachers. The other is the world outside the college which offers rewards in almost direct proportion to their ability or effort. They see at the end of seven years of study \$1200 a year, slow advancement and a station in the economic scale lower than waiters, policemen, chauffeurs, street cleaners. A man with a pick and shovel makes \$25 a week, and there are Doctors of Philosophy teaching in Harvard today who get the same amount.

A man may love Harvard; he may be a natural teacher; he may appreciate fully what Harvard is doing to train the young minds of America; it may be his life's desire to help in this work; but he comes face to face with the stern fact that he cannot maintain a fair standard of living on the pay of a Harvard teacher.

Inadequate salaries are the first great obstacle to the progress of Harvard. More than that, they are a serious menace to her high position in American education. Salaries must be raised, or the standards of the university must be lowered. The total salaries paid to the teaching staff ap-

proximate \$1,200,000. President Lowell states that salaries should be increased immediately, if possible, on an average of fifty per cent. This would require \$600,000, the income at five per cent on \$12,000,000.

BUDGETS TOO MEAGER

NOT only are the salaries too small, but the budgets for work in the various departments are often meager and the equipment incomplete. That is the second obstacle. Teachers may be forced to limit work of incalculable value to humanity because of the lack of a few hundred dollars worth of apparatus. The late Professor Sabine once said that if he had had a fund of \$2500 a year to work with, he could have found a way to reduce very materially the noise of subway, elevated, and street cars — a discovery of great benefit to the millions who ride, and especially to those living along the car lines. He did not have the money and he died with this work undone.

To advance his subject, particularly in science, a man must have assistants and equipment. His love for his work and his desire for real achievement in it will eventually take him to the institution which will give him the best equipment and facilities for doing it. Harvard must meet these needs or run the risk of losing brilliant men.

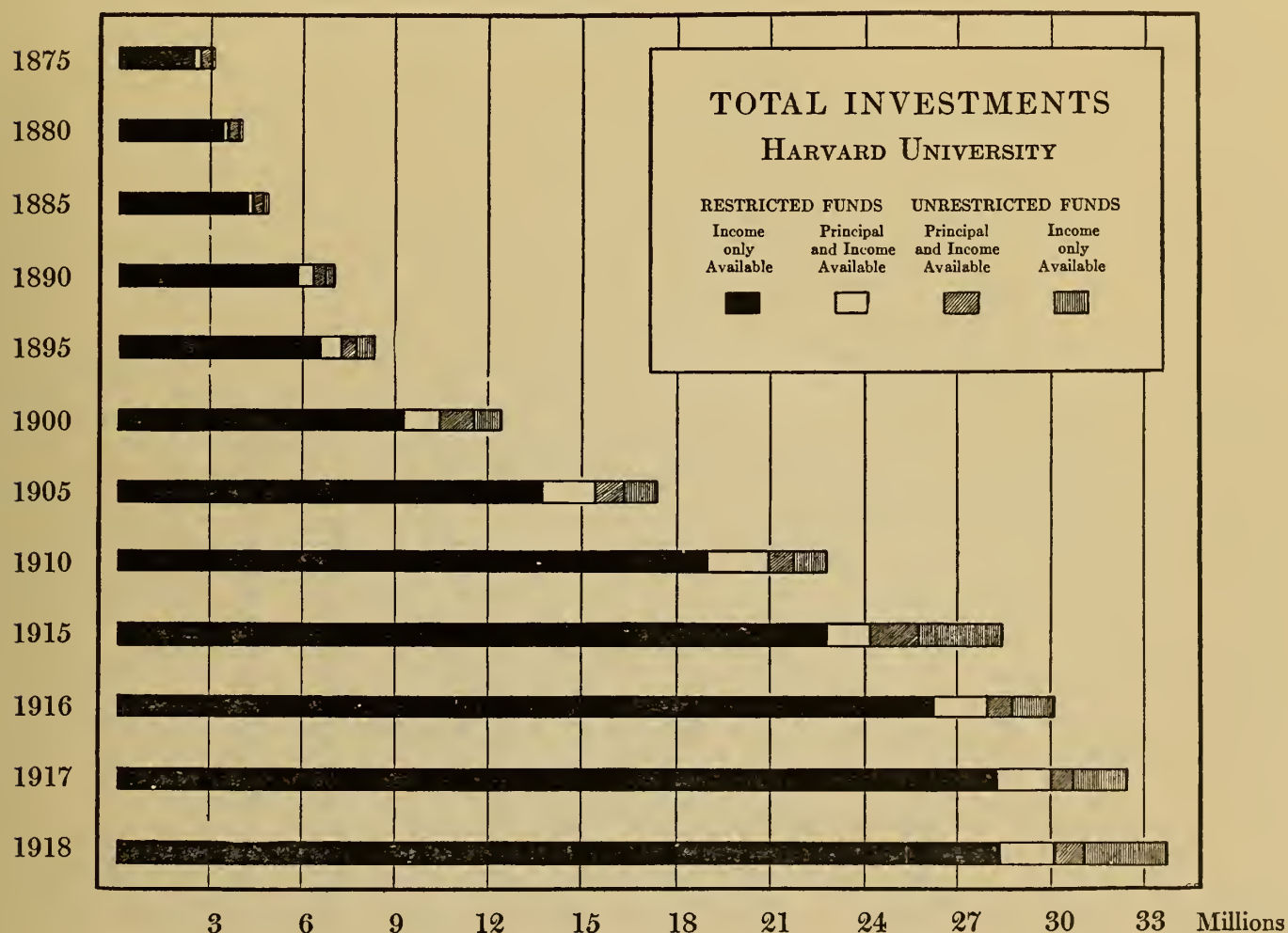
The physical and scientific equipment of every university needs constant improvement. This fact applies to Harvard,

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and particularly today, to certain departments, for example, the Department of Chemistry. The growing importance of the study of chemistry demands that the equipment be brought up to date without delay. Boylston Hall, which was built

FINANCIAL POSITION INSECURE

WE must face the fact that Harvard's financial position is not secure. Her income has not kept pace with rising prices. Because of lack of



in 1857, is now totally inadequate. This is the most imperative need for a big improvement in any one department, but it must be realized that with the growth of the University and changing conditions there is a constant need for enlarging and modernizing the equipment in other branches of the University work.

funds, it has not been possible to increase salaries. Larger budgets and additions to equipment have been impossible. To show the operations of the University, let us take the last two normal years, ending June 30, 1916 and 1917, respectively. The Treasurer's reports for those two years show:—

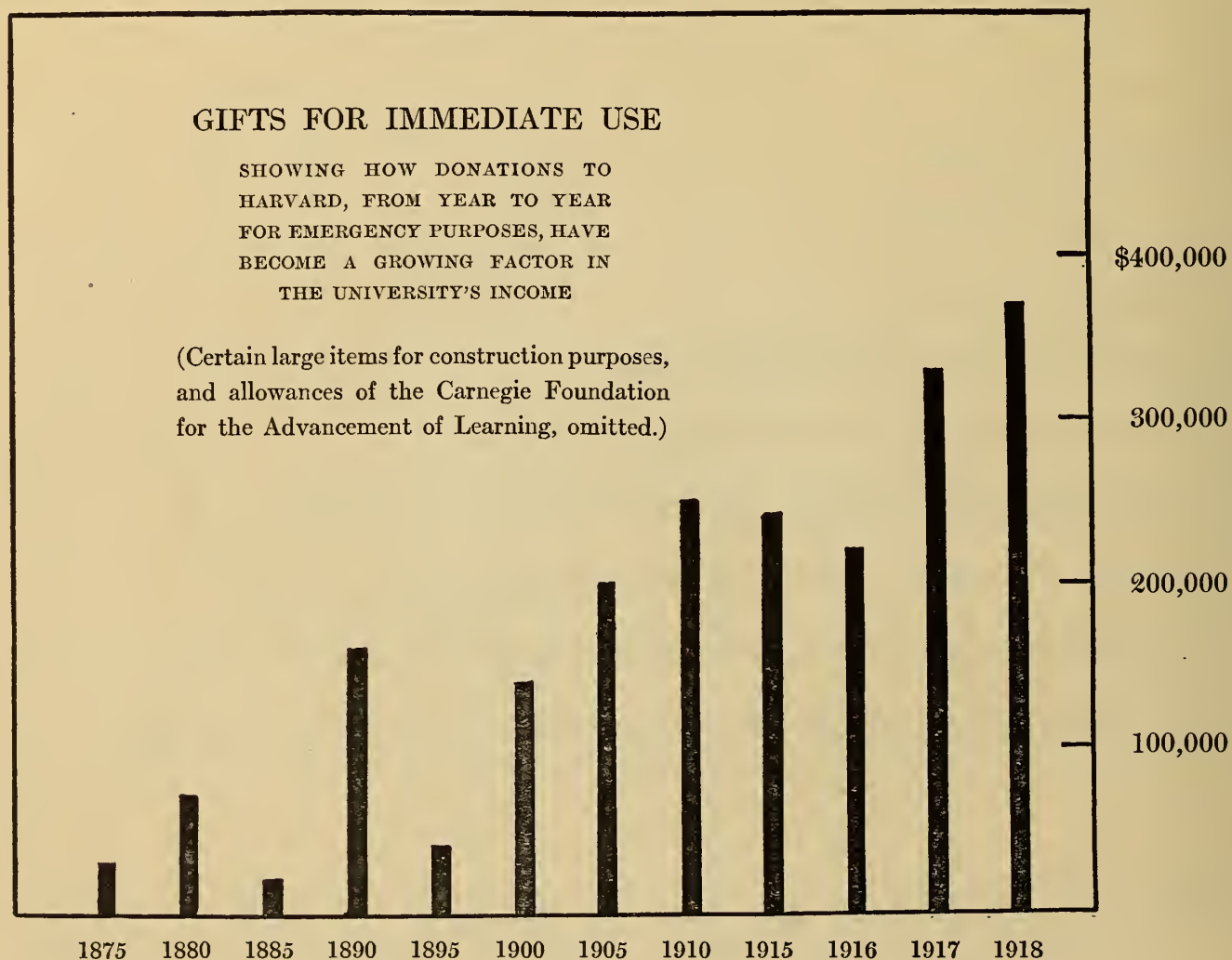
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	1916	1917
*Total income . .	\$2,935,419.65	\$3,283,419.10
*Total expenditure	2,961,267.36	3,190,260.55
Loss	\$25,847.71	Gain \$93,559.55

Let us analyze these figures. Under "Income" in the Treasurer's reports you will find that "Gifts for Immediate Use" in 1916 total \$283,457.56;* for 1917, \$388,910.83.* This income represents

covering twenty-nine pages in the Treasurer's report for 1917. Without the generosity of these givers and without the effort expended by many individuals in collecting these amounts, the deficits would have been startling.

Suppose, further, that Harvard had paid her teachers a fair salary scale, instead of one that was barely adequate in



gifts from hundreds of individuals, nearly all alumni, the list of individual gifts

* Including the retiring allowances of the Carnegie Foundation for the Advancement of Learning, amounting to \$59,451.50 for 1916, and \$63,428.60 for 1917.

1905. This would mean that the salaries, according to President Lowell's estimate, should be increased \$600,000 a year. But the 1905 scale still prevails, and Harvard has, in all justice, an invisible moral

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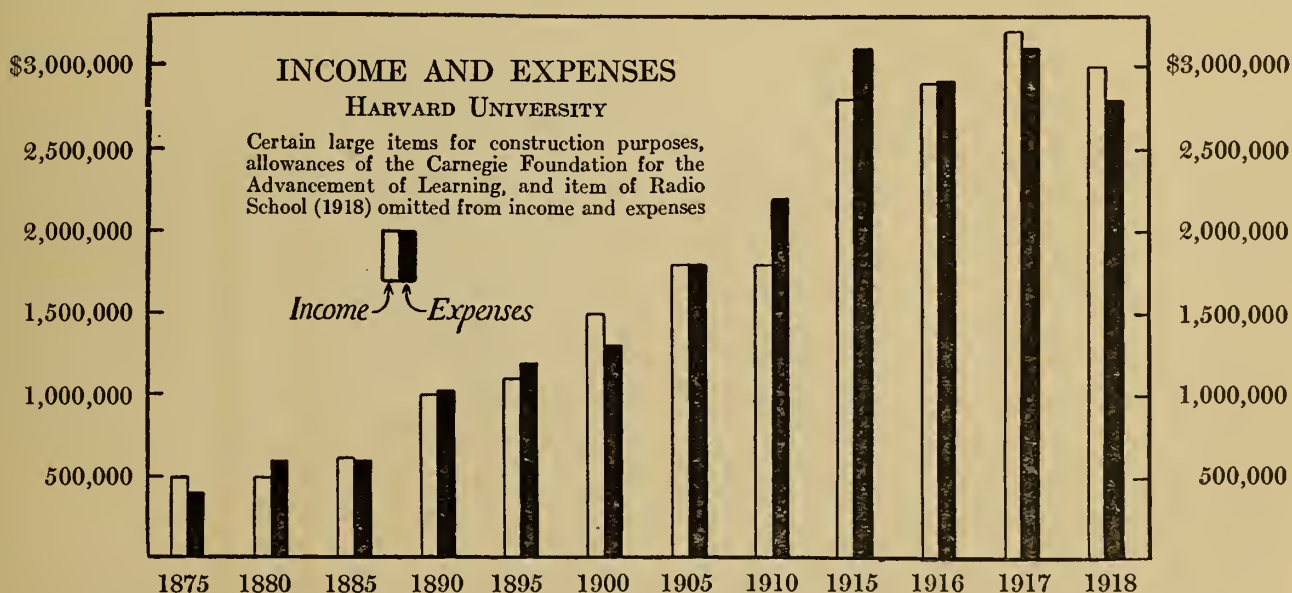
deficit of \$600,000 a year, met by the self-sacrifice of a loyal, underpaid teaching staff. We cannot allow this situation to continue.

Harvard cannot increase her endowment as a corporation can its capital, nor can she increase her income. In 1916 Harvard was compelled, in the face of much opposition, to raise her tuition fee from \$150 to \$200. The tuition fee is "the last source of income." It is now among the highest in the country, and it is believed that if it is raised again many

stand still and do only the same work, year after year. But none of us wants Harvard to stand still. We want her to lead, as she has always led; to grow as the country grows; to render America ever increasing service. Harvard cannot grow unless her endowment grows.

HARVARD OF THE FUTURE

WHAT of the Harvard of the future? Her past has been a glorious one of achievement, growth and service. Her future must be no less



desirable students will be kept away, and Harvard might be open to the charge that she is a rich man's university.

Harvard's present endowment is \$33,742,954.82, which yields an income of \$1,664,153.34. But only about \$3,400,000 of the endowment is in the form of unrestricted funds. Unrestricted endowment is Harvard's greatest need.

The financial situation would be serious enough if Harvard were content to

glorious. On the established foundation that now exists must be erected a Greater Harvard, a world-center of scholarship and training. The Greater Harvard need be limited only by the amount of funds her loyal friends provide.

Probably the most far-reaching step toward the future is the founding of the Graduate School of Education. Two million dollars must be available before the Corporation will feel justified in

making a beginning. Five hundred thousand dollars of this fund has been given by the General Education Board, upon condition that the balance will be provided before January 1, 1920; five hundred thousand dollars has been made available from funds in the hands of the University. The completion of this fund is of the utmost importance.

The splendid plant of the Medical School, for which Harvard will ever be grateful to the donors, cannot attain its full usefulness to mankind without placing at the disposal of the Faculty a substantial addition to the income of the School. The war has impressed upon us as never before the marvellous power for healing and relief which medical education brings to humanity.

The Law School, with its brilliant record and unequalled library, could add each year to its achievements, were funds at its disposal. Problems pressed upon us by new conditions create a need for lawyers of the highest training and ideals.

The well-considered plan whereby the physical well-being of the students will be cared for is a new and important development. Skilled men for this work are needed and must be paid.

A fund free from commitments, to be used as opportunities arise in bringing to the faculty brilliant teachers, will mean great benefit in the years to come. President Eliot tells us that "those universities will inevitably win which have the largest amount of free money."

President Lowell says. "The glory of a university is its great scholars and they must be taken when they can be had."

There is a positive, pressing need for an immediate increase in Harvard's endowment—not only to keep from slipping back, but also to go forward. The situation is so critical that without a material increase in the endowment, the University must reorganize or limit the number of students for lack of an adequate number of teachers. To do this would mean that the proudest ideal of Harvard must be abandoned; that no longer could her doors be open to all who sought knowledge.

This is a national question, one in which every man and woman interested in the cause of education should feel a deep responsibility. Harvard cannot secure state aid. It is to public-spirited citizens that she must turn. For nearly three centuries the generosity of individual men and women has been her one reliance.

But first of all, she must rely on the men whom she has served, and who know best her work and her possibilities. There are 38,000 men alive today who have come under Harvard's influence and inspiration, and to them she turns, confident of their generosity and loyalty.

Let it be said, when this great gift is made, that Harvard men from every part of the earth have joined unanimously to meet the need, to keep Harvard safe, and to help her on her way.

SUMMARY OF HARVARD'S PRESSING NEEDS

EACH need is in its way fundamental to keep Harvard moving forward and to prevent her slipping back. The Harvard Endowment Fund campaign is not primarily to raise funds for construction purposes. But new laboratory facilities in the Department of Chemistry are so essential that special mention must be made of them here. The summary with purpose, income and endowment follows : —

PURPOSE

FOR INSTRUCTION AND RESEARCH	INCOME	CAPITAL
A 50 per cent salary increase	\$600,000	\$12,000,000
Mobile fund, to be kept unpledged to meet opportunities which arise for special work or the obtaining of exceptional teachers	50,000	1,000,000
For salaries of instructors for physical education . .	12,500	250,000
For salaries of teachers in Dental School, 80 per cent of whom are now unpaid	50,000	1,000,000
For necessary additions to staff in the Department of Chemistry	50,000	1,000,000
Total	\$762,500	\$15,250,000

FOR EXTENSION OF GRADUATE INSTRUCTION

To complete fund for founding Graduate School of Education	1,000,000
Total Endowment	\$16,250,000

FOR CONSTRUCTION

New chemical laboratories, at least	\$1,000,000
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HOW HARVARD TRAINS MEN

WHEN an institution asks for endowments, it must answer the question, "What do you do to justify this support?"

Harvard produces trained men. That is its answer. That is its reason for existence. The value of trained men to America justifies any appeal for increased endowment Harvard may make.

In general, Harvard's work of training men is divided into four functions:

1. Teaching. This is the primary work of any university. By lectures, classes, experiments, the principles of various forms of knowledge are taught.

2. Collecting. This function is seen in the libraries, and museums of the University. The library, of course, collects books. The museums collect geological, natural history and other specimens. They are part of the University's equipment for mind-training.

3. Research. Advanced students and members of the faculty seek to contribute new facts, new principles to their chosen field of study. This pioneer work is of the greatest importance, for it must always be remembered that advances in the sciences and arts have largely originated in the researches of the man of pure science or the studies of the philosopher, historian, or economist.

4. Care of the moral and physical welfare of the student. A maximum of personal liberty is allowed to the undergraduate at Harvard. But character-training is just as important as mind-training, and it is as important to teach straight living as it is to teach straight thinking. There is a healthy paternal relation between undergraduates and faculty. The new Freshman Dormitories make for right living conditions. The introduction of compulsory athletics for freshmen is another evidence of the University's interest in the physical welfare of its students.

In carrying out all four of these functions, Harvard is limited in its efficiency and scope by insufficient funds. The magnitude and ramifications of Harvard University are seldom realized, even by Harvard graduates.

THE SCOPE OF HARVARD

ON the following pages is printed a brief statement describing each department and school. The men who prepared the information were asked to state to the fullest extent what they might hope to accomplish. They look into a future which may some day be achieved. The needs which they set forth can only serve to add to the picture of what Harvard must strive to accomplish in the years to come. These needs are summarized, but however many they seem, however great the amount of money involved, the immediate, pressing, imperative need for a greater unrestricted endowment must be considered first as the problem to be faced.

HARVARD COLLEGE

Founded, 1636.
Number of students in normal year, 3200.
Teaching staff: 90 professors, 9 associate professors, 38 assistant professors, 18 lecturers, 94 instructors, 55 assistants.
Total pay roll of teaching staff, \$623,124.
Budget, 1916-17, \$1,539,219.05.
(Figures include Graduate School of Arts and Sciences)

What it has done

Graduated 30,045 men, and trained thousands who took less than the full course.
Maintained for three centuries traditions of intellectual and religious freedom.
Produced many men who have been conspicuous for their service to their country, teachers, scholars, scientists, writers, executives, sociologists, soldiers.
Maintained high standards of instruction and developed new teaching methods.

What it is doing

Producing men trained to serve "their country and their kind."
Offering complete courses in all academic subjects to all qualified students.
Opening its courses to all men of intellectual capability by a fair system of entrance examinations, numerous scholarships and aids, making it possible for a determined man to work his way.
Interesting itself in the moral, physical and mental welfare of its students.

Ideals and possibilities

To grow.
To develop its efficiency and scope.
To add new departments as needed.
To continue to lead in American education.

What it needs

(From a statement by President A. Lawrence Lowell.)

Immediate increase in salaries for its entire teaching staff on an average of 50 per cent; in some cases more.
Improvement in the quality of younger instructors in order to pay more individual attention to students. More mature and better paid men are needed cost, \$100,000 a year, income on \$2,000,000.
For the chemistry department.
New professors and assistants, requiring an endowment of \$1,000,000.
New buildings costing \$1,000,000.
The appointment of eight or ten new professors in other subjects, costing \$50,000 a year, the income on \$1,000,000.
\$4,000,000 to house all students in college dormitories. These buildings will yield less return than regular investments. Harvard cannot use moral influence and develop character to the highest degree, or bring about desirable social relations among students, except by housing them together.
A fund of \$500,000, the income to be used to appoint additional teachers, relieving professors from time to time from a

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part of their teaching, that they may complete productive works, enabling the University to make contributions to the thought of the world, to achieve a still greater reputation, and to draw productive scholars.

A mobile fund of \$1,000,000 which could be used to seize an opportunity to take up new work of urgent importance, or to secure a professor who would add greatly to the University, although there is no vacancy. This is not the least important need, though perhaps not easy to make evident.

THE GRADUATE SCHOOL OF ARTS AND SCIENCES

(From a statement by Dean Charles Homer Haskins)

Founded 1872 as a Graduate Department.
Became Graduate School, 1890; Graduate
School of Arts and Sciences, 1905.

What it has done

Given higher degrees to 5500 men.
Reached enrollment of 600 students.
Furnished experts in every field in the war,
and to the work of peace conference and
reconstruction.
Developed hundreds of teachers.
Advanced learning by the researches of
its students in many fields.

What it is doing

Fostering research.
Giving the opportunity of more advanced
work to students in Harvard College.
Offering an opportunity of advanced study
at Harvard to men from other colleges.
Training college and university teachers
and independent investigators.

Ideals and possibilities

To develop Harvard as one of the great
centers of the world's scholarship, con-
serving the learning of the past and con-
stantly widening the bounds of knowledge.

What it needs

More salaries for professors and instruc-
tors, so as to get and keep the best men.

Special funds for research.

Facilities for publication of investigations.

Better laboratories, as in Chemistry.

Additional book funds.

THE DIVINITY SCHOOL

(From a statement by Henry W. Foote, Secretary)

Instruction in theology has been given in
Harvard since its founding in 1636.

The Divinity School organized, 1819.

Number of students in normal year, 75.

Teaching staff: 8 professors, 3 assistant
professors, 2 instructors.

Total pay roll of teaching staff, \$35,000.

Budget, 1916-17, \$53,597.57.

What it has done

Trained men who, as ministers of religion
or as teachers of theology, have been
leaders in the community.

What it is doing

Providing instruction, as an undenomina-
tional school, to men of high ability.
Fostering catholicity of spirit by bringing
together teachers and students of differ-
ent religious antecedents.
Encouraging the highest standards of theo-
logical scholarship.
Publishing works for theological scholars.

Ideals and possibilities

The minister's work has broadened; his
training must be enlarged. The School
must deal as efficiently with modern
problems as it does with older subjects.

What it needs

A fund of \$250,000 to endow a chair of
Religious Education and complete the
endowment of the Peabody Professorship
of Preaching and Social Ethics.

\$250,000, the income to secure eminent
scholars as occasional lecturers; to pub-
lish more theological studies; to provide
more adequately for the School.

THE LAW SCHOOL

(From a Statement by Dean Roscoe Pound)

Founded, 1817.

Number of students in normal year, 850.

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Teaching staff: 10 professors, 2 assistant professors, 4 lecturers, 1 teaching fellow.
Total pay roll of teaching staff, \$78,500.00.
Budget, 1916-17, \$156,194.43.

What it has done

Sent forth 12,000 trained lawyers, and has been a factor of the first importance in American law, legal scholarship, legal education everywhere, and in American public life. It has trained 7 Justices, Supreme Court of the United States (2 now sitting), 7 Attorneys-General, 27 Judges, Federal, Circuit and District Courts; 92 judges, highest courts of appeal in 32 states; 5 judges, highest courts of Canada; 7 presidents, American Bar Association; 40 authors of standard legal treatises, and a long line of leaders of the bar.

Trained 280 teachers of law, of whom 60 are professors and 14 deans of law schools.

Given the country one President, 15 Cabinet Officers, 15 Senators, 13 Governors, and 27 Ambassadors and Foreign Ministers.

Had a marked influence upon American law in four ways:

Through its teachers and alumni.

Through the writings of its graduates.

Through its work in the scientific study of Anglo-American law.

Through its methods of teaching.

What it is doing

Endeavoring to produce lawyers scientifically trained in the common law.

Training teachers of law.

Pursuing the scientific study of law through the work of its teachers in research.

Endeavoring to improve the law and the legal administration of justice.

Maintaining the Harvard Law Library as the best and largest in America.

Endeavoring to develop the law in new as well as in old fields.

Ideals and possibilities

The Law School wishes to grow as the Greater Harvard grows — not so much in size as in the quality of its work.

What it needs

Salaries sufficient to attract the type of lawyer and teacher that has made the School what it is. To meet this situation \$600,000 endowment is needed.

More teachers. The ratio of student to teacher is so excessive as to require an amount of teaching from members of the faculty which is inconsistent with good instruction and endangers the effectiveness of the school.

Two more endowed professorships each costing \$150,000, particularly a professorship of criminal law.

Endowment for the library, "the heart of the school." To maintain the library in its present position it should have an assured income of \$35,000.

Addition to Langdell Hall to give more lecture rooms, costing \$250,000.

First-year scholarships, a fund of \$50,000.

Two graduate scholarships at \$10,000 each. \$1200 annually to meet the initial cost of printing the Studies in Jurisprudence and Studies in Administrative Law.

HARVARD MEDICAL SCHOOL

(From a statement by Dean D. L. Edsall)

Founded, 1782.

Graduate School founded, 1912.

Number of students in normal year, 390.

Staff: 26 professors, 6 associate professors, 25 assistant professors, 71 instructors, 92 assistants, 43 of other grades, total 263.

Total pay roll, \$141,926.

Budget, 1916-17, \$482,000.

Of the teaching staff 91 receive no salary and 58 receive \$200 or less annually.

What it has done

Produced a long line of the best physicians and teachers of medicine in the country.

Conducted pioneer work with the following beneficial results to humanity:

Demonstration of the nature of appendicitis and its successful surgical treatment.

Research and teaching in public health.

Development of Medical Social Service.

Research and teaching in Industrial Diseases.

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Developed the strongest Department of Tropical Medicine in the country.
Completed more extensive relations with hospitals than any other institution.
Coöperated with Federal, State and Municipal authorities in research and service.
Coöperated with industrial and other plants to save the health of workers.

What it is doing

Conducting courses to produce the best practitioners in medicine and surgery.
Carrying on clinical instruction in fifteen hospitals in Cambridge and Boston.
Engaging in research work to discover the prevention and causes of diseases.

Ideals and possibilities

To take preëminence as a medical school.
To furnish experts in medicine and surgery.
To maintain the public health through the instruction and the inauguration of disease preventives.

What it needs

Special endowment of \$250,000 each for the departments of Preventive Medicine and Pharmacology for salaries and research.
\$1,000,000 to yield an unrestricted income to meet an annual deficit of \$50,000.
\$2,500,000, income to enlarge staffs of departments of General Medicine, Surgery, Pediatrics, and Obstetrics.
Increased endowments for the Graduate School of Medicine, School of Tropical Medicine, and School of Public Health.

THE DENTAL SCHOOL

(From a statement by Dean Eugene H. Smith)

Founded, 1867.
The first Dental School in the world founded by a University.
Number of students in normal year, 250.
Teaching staff: 6 professors, 10 assistant professors, 90 instructors, 38 assistant instructors, 5 lecturers.
Total pay roll of teaching staff, \$20,975.
Budget 1916-17, \$67,512.16.

What it has done

Graduated 1175 dentists and oral surgeons.

Become the leader in increasing the entrance requirements to Dental Schools.
Inspired extensive writings on dental topics.

Contributed to Oral Surgery, largely by the work of Professor Kazanjian.

The pioneer in establishing:

A chair in Orthodontia; a clinic for treatment of mal-occlusions; courses in the treatment of fractured jaws; and in Dental Radiography.

Proved of vast practical service in free clinics and its coöperation with hospitals, charitable organizations, social service workers, and school nurses.

What it is doing

Graduating dentists who occupy prominent positions throughout the world.
Conducting a research laboratory for the study of deformity of the teeth and jaws, pyorrhea, and caries.
Combating disease caused by neglected teeth.
Treats 7000 persons yearly in a clinic free or at a nominal cost.

Ideals and possibilities

The placing of Dental Education on the highest possible plane.
Alleviating suffering due to defective teeth.
Doing the greatest practicable amount of free clinical work.

What it needs

An income of \$35,900 for salaries of instructors and professors, eighty per cent of whom are now serving without remuneration; as follows:

5 full-time men at \$4000	\$20,000
2 half-time men at \$1800	3,600
123 half-day men at \$100	12,300

Income of \$15,000 for research and service to the poor.

Funds for the following purposes:

The construction of one ward of ten beds, three single-bed wards with opportunity for enlargement, and accommodations for nurses and internes; total cost, \$150,000.

The development of the course of Applied

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Anatomy, Histology, and Pathology; cost, \$10,000.

The reopening of the School for Dental Hygienists; cost, \$10,000.

Reopening of the evening clinic for the poor; cost \$10,000.

Enlargement of the museum to include Dr. Kazanjian's plaster casts of his work in France; cost \$10,000.

A dormitory and a gymnasium.

THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION

(From a statement by Dean Edwin F. Gay)

Founded, 1908.

Number of students in normal year, 229, representing 58 colleges.

Teaching staff: 6 professors, 1 assistant, 3 instructors, 1 assistant, 3 lecturers.

Total pay roll of teaching staff, \$34,885.24.

Budget, 1916-17, \$73,100.

What it has done

Sent out 230 thoroughly trained graduates.

Trained 600 other men for periods less than the complete 2-year course.

Contributed to the success of these men, many of whom hold important positions.

Developed the "problem method" for teaching business.

Investigated certain retail and wholesale trades, making important contributions to their methods.

What it is doing

Training men for business as a profession.

Developing methods for teaching business.

Developing methods of accounting, merchandising, etc., of great value to numerous industries.

Helping promote business efficiency.

Ideals and possibilities

The teaching of business is a new field, and its possibilities seem limitless. It is Harvard's opportunity to develop the best business school in the world.

What it needs

Endowment to meet deficit. The estimated income for 1919-20 is \$82,700; the ex-

penses \$87,725. If salaries are raised, the deficit will be \$20,000.

Two professorships costing \$150,000 each.

Funds for research and statistical work.

School building, costing \$500,000.

THE BUSSEY INSTITUTION FOR RESEARCH IN APPLIED BIOLOGY

(From a statement by Dean William Morton Wheeler)

Founded, 1871, as School of Agriculture.

Reorganized, 1908, to train advanced students for teaching and research.

Number of students in normal year, 16. (Maximum that can be accommodated.)

Teaching staff: 3 professors, 5 assistant professors, (3 part time).

Total pay roll of teaching staff, \$18,450.

Budget, 1916-17, \$40,748.

What it has done

Published 400 works on structural, agricultural, and medical entomology, animal and plant breeding, applied plant anatomy, economic botany, dendrology, and silviculture.

Trained men who, as teachers and investigators, have enhanced the agricultural welfare of the country.

What it is doing

Working on problems of vital importance to the nation because they affect its food supply and agricultural development.

Ideals and possibilities

The most important problems today deal with agriculture. Professor Wheeler says "Our children will live under a food pressure comparable to that of Central Europe, and our grandchildren will struggle under a pressure similar to that of China."

Aims to be a graduate institution to train experts in advanced biological research as applied to agriculture. There is no such institution.

What it needs

\$400,000 endowment to be self-supporting.

Additional funds for:

Scholarships, \$150,000.

Technical assistants, \$150,000.

HARVARD AND THE FUTURE

Library and general expenses, \$300,000.
\$3,000,000 to develop a "Graduate School of Agriculture" to train investigators and teachers in food production.

THE SCHOOL OF ARCHITECTURE

(From a statement by Acting Dean Charles W. Killam)

Founded, Undergraduate Dept., 1894.
Graduate Department, 1909.
School of Architecture, 1912.
Number of students in normal years, 40.
Teaching staff: 2 associate professors, 4 instructors, 1 lecturer.
Total pay roll of teaching staff, \$14,500.
Budget, 1916-17, for Schools of Architecture and Landscape Architecture, \$52,460.

What it has done

Graduated men of high attainments and keen grasp of needs of the profession.
Trained teachers of architecture.

What it is doing

Producing highly trained architects.
Maintaining the only school in the country primarily for college graduates.
Giving a master's degree to college graduates.
Training also many special students.

Ideals and possibilities

The School of Architecture should be a part of a Harvard School of Fine Arts.
The School aims to give the highest grade of instruction.
It should attract architects and teachers desiring advanced work.

What it needs

A professor of design at \$10,000 a year.
An instructor in design, \$3500 a year.
A secretary and curator at \$1200 a year.
Year-book of students' work costing \$1000.
More assistants — total salaries, \$5000.

THE SCHOOL OF LANDSCAPE ARCHITECTURE

(From a statement by Asst. Professor Henry V. Hubbard)

Founded, 1900.
Number of students in normal year, 25.

Teaching staff: 1 professor, 1 assistant professor, 2 instructors, 1 assistant.

What it has done

Graduated 52 trained men.
Trained 50 other men.
Rendered war service through graduates.
Collected the best library in its field in America.
Contributed to the literature of landscape architecture and town-planning.

What it is doing

Leading in the development of a profession which helps to make the world a pleasanter place in which to live, and a more efficient place in which to do business.

Its ideals and possibilities

To serve the nation through landscape architecture and town-planning.

What it needs

\$4000 a year for added instruction in landscape architecture and town-planning.

THE ENGINEERING SCHOOL

(From a statement by Dean Comfort Avery Adams)

Founded 1847, Lawrence Scientific School;
Graduate Schools of Applied Science 1906;
Coöperative arrangement with the Mass. Institute of Technology, 1914 to 1918;
Harvard Engineering School, 1918, beginning its first regular year September, 1919.
Teaching staff: 16 professors, 3 associate and 3 assistant professors, 10 instructors.
Total pay roll of teaching staff, \$100,000.
Budget for 1919-20, \$150,000.

What it has done

Its predecessors have produced men, who, as scientists, teachers, inventors, and engineers, have aided America's progress.

What it is doing

Offers well-balanced undergraduate programs and unusual opportunities for graduate study and research, in mechanical, electrical, civil and sanitary engineering; mining and metallurgy; and industrial chemistry.

HARVARD AND THE FUTURE

Ideals and possibilities

To provide a thorough, sound and broad education.

To fit men to be engineers, able to cope with the advanced engineering problems of the present and future.

To turn out men who will serve mankind by clean, straight thinking.

To build a genuine school of engineering, not a glorified trade school, and to establish a standard of attainment commensurate with the highest ideals of Engineering.

What it needs

Four new professors, in machine design, metallurgy, water-power engineering, aeronautical engineering, and an assistant professor in sanitary engineering, requiring an income of \$100,000.

Equipment for immediate use, \$100,000.

Buildings for the Division of Mining and Metallurgy, and the laboratories of steam and gas engineering, refrigeration, hydraulics, aeronautics, and testing materials: cost \$1,000,000.

[The Gordon McKay bequest is coming in but will not be fully available for many years.]

DIVISION OF EDUCATION

GRADUATE SCHOOL OF EDUCATION

(From a statement by Professor Henry W. Holmes)

Founded 1891, with starting of courses in division of Philosophy to train teachers; division of Faculty of Arts and Sciences, 1906.

Number of students, 200.

Staff: 3 professors, 2 assistant professors, 1 instructor, 1 assistant, 3 lecturers.

Total pay roll, 1916-17, \$20,450.

Budget, 1916-17, \$24,559.64.

What it has done

Trained: college and normal school presidents, professors of education, deans, other educational administrative officers, teachers, and specialists.

Conducted: Surveys of public and private school systems; studies in educational organization and administration; educational psychology; history of education; publication of books and bulletins on education; conferences of school officers.

What it is doing

Preparing leaders for the schools, especially superintendents of schools and college and normal school teachers.

Preparing inexperienced graduates and undergraduates for work as teachers.

Conducting researches in schools with the purpose of reducing the waste, and uncertainty of present school procedure.

Maintaining the Harvard tradition of high scholarship as a prerequisite for teaching.

Ideals and possibilities

The establishment of a Graduate School of Education to place the training of teachers and school officers on a par with other professions.

What it needs

An endowment of \$2,000,000. Of this, \$1,000,000 is now in hand, half a million of which is pledged by the General Education Board, contingent on the raising of the entire sum.

The school must have a special library, a clinic for the study of children, their growth and work; laboratories; a collection of standardized tests and measures; and a Model School; an increased staff and buildings.

UNIVERSITY EXTENSION

(From a statement by Dean James H. Ropes)

Founded, 1871.

This work is carried on under an organization known as the "Commission on Extension Courses." Institutions of education in the neighborhood of Boston unite to make available their resources to the community at large, especially school teachers. The commission also operates with the Department of University Extension of the Massachusetts State Board of Education.

HARVARD AND THE FUTURE

Number of students in normal year, 2000.
Teaching staff. An indeterminate number comprising professors and instructors from the coöperating institutions.

Budget for 1916-17. This is supported by the institutions participating but the expense is borne by the Lowell Institute.

What it has done

Given instruction in a six-weeks term in the Summer School of Arts and Sciences. Carried learning to the public that otherwise would have been unable to take advantage of courses of collegiate standing. Extended facilities to students who could not give full time to college work.

What it is doing

Bringing to the adult public, instruction that it could not otherwise gain.

Ideals and possibilities

To increase the range of influence of Harvard's ideals and standards.
To widen the scope of the Summer School that it may give higher courses of study.
To promote participation by Harvard in the courses of the Boston Labor College.

What it needs

Funds to enable more Harvard teachers to instruct in the extension courses.

THE ARNOLD ARBORETUM

(From a statement by Professor Charles S. Sargent)

Founded, 1874; not a teaching institution but takes a few advanced students.
Staff: 1 professor, 1 asst. professor, 2 assts.
Total pay roll of scientific staff, \$7900.
Budget for 1916-17, \$58,176.30.

What it has done

Gained a reputation as the most important arboretum in the world.
Established the most complete collection of trees and shrubs in America, the finest library in its special field, and a herbarium of 200,000 specimens.
Conducted explorations throughout North America and the Far East.
Enriched the parks of America with new trees.

What it is doing

Improving and extending its collections and assembling material for other museums.

Ideals and possibilities

To do for the world what it has already done for North America and Eastern Asia. It aims to preserve the history of every species of tree.

What it needs

\$300,000 for the purchase of more land.
\$120,000 to establish and maintain a Department of Plant Breeding.
\$200,000 for explorations.
\$100,000 for the service of a plant pathologist and economic entomologist.
An unrestricted endowment of \$1,100,000.

THE COLLEGE LIBRARY

(From a statement by William Coolidge Lane, Librarian)

Founded, 1636.
The main collection is now housed in the Widener Memorial Library Building.
Staff, 95.
Total pay roll, \$75,000.
Budget, 1918-19, \$107,000.

What it has done

Become the best library for scholars in America and one of the best in the world.
Assembled over 1,000,000 books in one building and 100,000 books in 43 special libraries.

What it is doing

Providing a library admirably equipped for service to students at Harvard, and to scholars from other universities.
Endeavoring to keep its collections up to date, complete, and easily accessible.

Ideals and possibilities

Wishes to render the highest type of library service. This policy calls for constant growth.

What it needs

An increase of \$50,000 to relieve the university from advancing this sum for maintenance.

HARVARD AND THE FUTURE

An income of \$50,000 to meet increasing expenses.

THE ASTRONOMICAL OBSERVATORY OF HARVARD COLLEGE

*(From a statement by Professor Solon Irving Bailey,
Acting Director)*

Founded, 1840, for research; students and all astronomers may use its facilities.

Staff: 2 professors, 3 assistant professors, 1 curator, 22 assistants.

Total pay roll, \$30,000.

Budget, 1916-17, \$54,826.22.

What it has done

Led from its foundation in astronomical research in the United States and given Harvard a world-wide reputation.

Made the first stellar photograph in 1850.

Made discoveries unequalled in number.

Set standards now universally recognized.

Made 300,000 photographs of the sky.

What it is doing

Conducting various researches.

Making important observations.

Enlarging its collection of photographs.

Ideals and possibilities

Maintaining its present high position.

Seeking new truths and discoveries.

What it needs

\$15,000 for expense of printing researches.

A fire-proof library building, costing about \$30,000, to house the priceless library.

A new photographic laboratory (\$15,000).

An unrestricted fund of \$50,000.

THE BLUE HILL METEOROLOGICAL OBSERVATORY

(From a statement by Alexander McAdie, Director)

Founded, 1884 for observation and research.

Number of students, five.

Staff: 1 director and several observers.

Total pay roll, \$7500.

Budget, 1916-17, \$7,622.56.

What it has done

Maintained for 34 years an unbroken, detailed record of meteorological conditions: the most important set of observations in the United States.

Organized during the war an aerographic section for the U. S. Navy, and trained 58 officers for this important work.

What it is doing

Carrying on atmospheric investigations which are of international value.

Studying weather conditions at flying levels, a great aid to aviation.

Ideals and possibilities

To develop knowledge of the atmosphere.

What it needs

An additional income of \$8300 for observation and study.

THE BOTANIC GARDEN

(From a statement by Oakes Ames, Director)

Founded, 1807.

Land and greenhouses open to the public.

Staff: 1 director, several gardeners.

Total pay roll, \$4,772.72.

Budget, 1916-17, \$7,326.38.

What it has done

Published papers on botanical science.

Helped solve many botanical problems, including the suppression of the brown-tail moth in Massachusetts, and the improvement of sugar cane through its experiment station in Cuba.

What it is doing

Maintaining a large collection of plants for instruction and research.

Offering facilities for the study of economic problems in which plants play a part.

Conducting research in forage crops in Cuba.

Maintaining a laboratory for research work.

What it needs

Endowment of \$200,000 to meet increased cost of labor, fuel and materials and to increase its capacity for influential work.

HARVARD AND THE FUTURE

THE GRAY HERBARIUM

(From a statement by Professor B. L. Robinson, Curator)

Founded, 1864.

Staff: 2 professors, 1 librarian, 3 assistants, collectors, indexers, and special workers.

Total pay roll of staff, \$10,300.

Budget for 1916-17, \$18,795.

What it has done

Become one of the major botanical establishments of the world.

Become a school for systematic botanists.

Produced teachers and investigators for museums and experiment stations.

What it is doing

Building up collections of specimens of plants from all parts of the world.

Developing a library on plant-classification.

Offering botanists exceptional opportunities and facilities for investigation.

Carrying on field exploration.

Conducting research and publishing textbooks and technical works.

Answering, gratuitously, inquiries in regard to plant-identification.

Ideals and possibilities

To maintain its prestige.

To develop knowledge of botany.

What it needs

Fund for more extensive field exploration.

Three graduate fellowships.

Endowment of \$200,000 needed.

THE MUSEUM OF COMPARATIVE ZOÖLOGY

(From a statement by Samuel Henshaw, Director)

Founded, 1859.

Staff: 1 director, 1 professor of geology, 12 curators, 1 preparator.

Total pay roll of staff, \$16,450.

Budget, 1916-17, \$53,514.13.

What it has done

Supported a free museum of the principal types of animals, fossil and living.

Carried on scientific explorations.

Maintained an extensive library.

What it is doing

Continuing the work outlined above.

Ideals and possibilities

Its ideal is to serve as a great museum for public and scholarly instruction in comparative zoölogy.

What it needs

An income for increasing its staff.

An endowment for field work.

THE BOTANICAL MUSEUM

(From a statement by Dr. George Lincoln Goodale, Honorary Curator)

Founded, 1872.

Staff: honorary curator and assistant.

Total pay roll of teaching staff, \$1200.

Budget, 1916-17, \$2000.

What it has done

Assembled collections showing the systematic, biological and economic relations of plants.

Acquired the Blaschka glass flowers.

Collected cryptograms and fossils.

What it is doing

Furnishing material for study by students and public.

Continuing the services outlined above.

Ideals and possibilities

To increase the scope of the Museum.

What it needs

When the present curator retires it will be necessary to provide for a paid curator.

THE MINERALOGICAL MUSEUM AND LABORATORIES OF MINERALOGY AND PETROGRAPHY

(From a statement by Professor John E. Wolff, Curator)

Founded, 1790.

Oldest collection of minerals in U. S.

What it has done

Assembled the first and one of the finest collections of minerals in the country.

Furnished opportunities for study and research for over 125 years.

What it is doing

Continuing its collection.

Providing material and equipment for mineralogical and allied studies.

HARVARD AND THE FUTURE

Ideals and possibilities

Maintaining the high position of its collection and extending its usefulness for research.

What it needs

A fixed income of \$3000: \$2000 for specimens; \$1000 for laboratory.

GEOLOGICAL MUSEUM

(From a statement by Assoc. Professor J. B. Woodworth)

Founded, 1901.

Staff: 1 Curator, unpaid.

What it is doing

Affording opportunity for study of geology, physical geography, meteorology and climatology.

Maintaining the only seismographic station in New England making reports.

Ideals and possibilities

Developing collections for better service to students and to industries based on a knowledge of such subjects.

What it needs

An income of \$5,000 to buy new materials and operate the museum.

Fund of \$500,000 for financing research.

THE PEABODY MUSEUM OF AMERICAN ARCHAEOLOGY AND ETHNOLOGY

(From a statement by Charles Clark Willoughby, Director)

Founded, 1866.

Staff: 1 director, 6 curators, assistants.

Total pay roll of Museum staff, \$7500.

Budget, 1916-17, \$12,273.

What it has done

Assembled one of the largest collections in America.

Carried on explorations and researches, and published thereon valuable series of reports, including the "Harvard African Studies."

Furnished the working material for the Division of Anthropology, which has trained many noted men in archaeology and ethnology.

What it is doing

Endeavoring to enlarge its archaeological and ethnological collections.

Furnishing the material for the training of 100 men each year in anthropology.

Fostering archaeological research,

Ideals and possibilities

To grow commensurately with the developments in anthropological knowledge.

What it needs

\$30,000 for new specimen cases.

Endowment for research, explorations, the purchase of collections, and publications of the Museum, \$170,000.

THE SEMITIC MUSEUM

(From a statement by Professor David G. Lyon, Curator)

Founded, 1889.

Present building opened, 1903.

Staff: 1 curator.

Total pay roll of staff, \$2000.

Budget, 1916-17, \$5,086.49.

What it has done

Excavated ruins of Samaria, 1908-10.

Published two volumes on its Babylonian material: two on Samaria.

What it is doing

Gathering material concerning Semitic peoples.

Conducting researches and excavations in Semitic lands.

Ideals and possibilities

To carry on its work in a larger way.

To conduct explorations in Semitic lands.

What it needs

Endowment of \$500,000 for salaries, excavations, expenses, and acquisitions.

FOGG ART MUSEUM

(From a statement by Edward Waldo Forbes, Director)

Division founded, 1873.

Museum established, 1895.

Staff: 2 professors, 3 assistant professors, 1 instructor, 2 assistant instructors, 4 lecturers.

Total pay roll of teaching staff, \$9266.68.

Budget, 1916-17, \$13,118.48.

HARVARD AND THE FUTURE

What it has done

Acquired collections of prints, early Italian paintings, Greek sculpture, classical antiquities, oriental art, water colors, and drawings.

Used these collections with the 47,500 photographs, 14,000 slides, and 1700 books for the Division of Fine Arts.

Become one of the principal training schools for museum officials in the United States.

Become an increasing inspiration to Harvard undergraduates and to the public.

What it is doing

Developing its service as the museum increases in prestige.

Ideals and Possibilities

Because of a growing interest in the Fine Arts there is an unusual opportunity for the museum to become with an adequate equipment the best school in this country for museum officials and professors.

The courses in drawing and painting should be developed into a school.

A technical school should be developed to train restorers in sound methods of preserving the millions of dollars worth of masterpieces that are brought every year from Europe and suffer ruin in our American houses.

What it needs

Additional income of \$50,000.

A new building costing \$1,000,000.

\$500,000 to maintain such a building and to pay an adequate staff.

\$500,000 to purchase art works.

GERMANIC MUSEUM

(From a statement by Kuno Francke, Honorary Curator)

Founded, 1902.

New Museum, erected in 1916, has never been opened.

Ideals and possibilities

To illustrate by plaster casts and other reproductions certain aspects, chiefly mediaeval, of German art.

HARVARD UNIVERSITY PRESS

(From a statement by C. Chester Lane, Director)

Founded, 1913.

Administrative staff of 4.

Total employees, 49.

Annual business, \$165,000.

What it has done

Expanded in six years from a shop in the basement of University Hall to a large concern occupying Randall Hall.

Printed 300 scholarly books.

Developed an effective sale organization to reach those in this country interested in scholarly works, and secured the bulk of University presses of this country and the Oxford Press in England in selling its publications.

Produced works that have secured recognition as examples of typographical art.

Printed "Harvard and the Future."

What it is doing

Continuing the work outlined above.

Furthering the art of bookmaking.

Giving to students, in the Business School, courses in printing and publishing.

Doing routine University printing.

Ideals and possibilities

To extend the range of its work. Many notable books, the publication of which would enhance the reputation of the University, must now be declined because of insufficient funds.

Special fonts of type, not available in the United States, should be acquired so that the Press may handle learned work now sent abroad. Its possibilities are to be seen in the service of the Oxford University Press to Great Britain and the world.

What it needs

An unrestricted endowment of \$500,000.

\$25,000 income to be used for enlarging the typographic equipment.

\$30,000 for additional machinery.

It is practically without funds.

SUMMARY OF HARVARD'S NEEDS FOR THE FUTURE

THE primary need of Harvard University today is an addition to its unrestricted endowment. In studying the present position and future possibilities, many desirable extensions to the activities of the University have been pointed out. The men who work early and late to bring to the University and the students the greatest credit and benefit from their own immediate department plan for the future. If they were satisfied with the present, there would be no progress in Harvard.

To show in brief form the hopes and possibilities for the Greater Harvard of the future, the following schedule of needs based upon the above longer statements is here set forth. The title of this pamphlet, "Harvard and the Future," imposes the duty of showing in words and figures what may be built upon the accomplishments of the past. The immediate needs stated on an earlier page are not listed.

The summary, with purpose, income and required endowment, follows:—

HARVARD COLLEGE			PURPOSE	Income	Capital
PURPOSE	Income	Capital			
To improve quality of younger instructors who are in closest contact with students	\$100,000	\$2,000,000	Endowment for Graduate School, School of Tropical Medicine and School of Public Health.	\$100,000	\$2,000,000
Housing all students in dormitories		4,000,000			
Fund to relieve professors from part of their teaching, that they may do productive literary work	25,000	500,000			
THE DIVINITY SCHOOL			THE DENTAL SCHOOL		
A chair of religious education . . .	\$6,250	\$125,000	To develop course of Applied Anatomy, Histology and Pathology	\$500	\$10,000
Income to secure eminent scholars as occasional lecturers and publish theological studies	25,000	500,000	To reopen the School for Dental Hygienists	500	10,000
			To reopen the Evening Clinic for the poor	500	10,000
THE LAW SCHOOL			To enlarge the Museum, to include Kazanjian's plaster casts		10,000
Two professorships	\$15,000	\$300,000	A dormitory and a gymnasium . .		125,000
A library fund, any part useful . .	27,000	540,000	To construct one ward of ten beds		150,000
First year scholarships	2,500	50,000	Three single bed wards and clinic.		
Graduate scholarships	500	10,000			
For publication, studies in jurisprudence and administrative law . .	1,200	24,000	THE GRADUATE SCHOOL OF BUSINESS ADMINISTRATION		
To complete Langdell Hall		250,000	To meet deficit	\$5,000	\$100,000
			Two new professorships	16,000	320,000
THE MEDICAL SCHOOL			For research and statistical work.		
To meet existing deficit	\$50,000	\$1,000,000	New building		500,000
Department of Preventive Medicine	12,500	250,000			
Department of Pharmacology . . .	12,500	250,000	THE BUSSEY INSTITUTION FOR RESEARCH IN APPLIED BIOLOGY		
To enlarge the staffs of the Departments of General Medicine, Surgery, Pediatrics and Obstetrics..	125,000	2,500,000	To make it self-supporting	\$20,000	\$400,000
			To provide scholarships	7,500	150,000
			Technical assistants	7,500	150,000

HARVARD AND THE FUTURE

PURPOSE	Income	Capital
For library and general expenses. . .	\$15,000	\$300,000
(A plan is proposed for founding a Graduate School of Agriculture to train investigators in the science of food production. \$3,000,000 is required.)		

THE SCHOOL OF ARCHITECTURE

A chair of design	\$10,000	\$200,000
Salary for an instructor in design. .	3,500	70,000
To provide a secretary and curator .	1,200	24,000
To publish year book	1,000	20,000
More assistants.	5,000	100,000

THE SCHOOL OF LANDSCAPE ARCHITECTURE

More instruction in town planning, .	\$4,000	\$80,000
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THE HARVARD ENGINEERING SCHOOL

New professorships in machine design, metallurgy, water power and aeronautical engineering, and an assistant professor in sanitary engineering	\$50,000	\$1,000,000
Equipment for immediate use. . .		100,000
Two buildings		1,000,000

UNIVERSITY EXTENSION

Work in extension courses is limited by the money available.

THE ARNOLD ARBORETUM

To purchase more land for the display of collection of plants		\$300,000
To establish and maintain a department of plant breeding. . . .	\$6,000	120,000
To carry on explorations.	10,000	200,000
To procure plant pathologist and economic entomologist	5,000	100,000
To provide additional income. . . .	55,000	1,100,000

THE UNIVERSITY LIBRARY

Income to relieve the University of meeting annual deficit	\$50,000	\$1,000,000
To the increase of expenses	50,000	1,000,000
(It is estimated that in the near future a further increase in income of \$50,000 will be needed.)		

THE ASTRONOMICAL OBSERVATORY

For printing reports on hand		\$15,000
For a fireproof building		30,000
For a new photographic laboratory .		15,000

THE BLUE HILL OBSERVATORY

PURPOSE	Income	Capital
For observation and more facilities .	\$8,300	\$166,000

THE BOTANIC GARDEN

To meet higher cost of labor and materials and to increase capacity	\$10,000	\$200,000
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THE GRAY HERBARIUM

Field work and three fellowships . .	\$10,000	\$200,000
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THE MUSEUM OF COMPARATIVE ZOOLOGY

To increase staff and pay additional curators	\$10,000	\$200,000
Field work and printing reports . .	5,000	100,000

THE BOTANIC MUSEUM

For purchase of collections	\$1,000	\$20,000
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MINERALOGICAL MUSEUM AND LABORATORIES OF MINERALOGY AND PETROGRAPHY

For specimens and for laboratory and instruction purposes	\$3,000	\$60,000
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GEOLOGICAL MUSEUM

For operation and acquisitions . . .	\$5,000	\$100,000
For financing research.	25,000	500,000

THE PEABODY MUSEUM OF AMERICAN ARCHAEOLOGY AND ETHNOLOGY

For specimen cases		\$30,000
Income for research, exploration, collections and publications. . . .	\$8,500	170,000

THE SEMITIC MUSEUM

For excavations, running expenses, new acquisitions and salaries. . . .	\$25,000	\$500,000
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THE FOGG ART MUSEUM

Income to expand collection.	\$50,000	\$1,000,000
(A plan is proposed for extending the Museum of Art at Harvard. Such a museum would require following: Building, \$1,000,000; maintenance, \$500,000; purchase of works of art, \$500,000.)		

HARVARD UNIVERSITY PRESS

A publication fund	\$25,000	\$500,000
Typographical equipment	1,250	25,000
Additional machinery		30,000
Total	\$1,012,700	\$26,809,000

HARVARD ENDOWMENT FUND COMMITTEE

Charles W. Eliot, '53,	Cambridge	Edward A. Bailey, '91,	Manati, Porto Rico	Morris R. Brownell, '02,	New Bedford, Mass.
Oliver Wendell Holmes, '61,	Washington	James R. Jenkins, '91,	Phoenix	Walter F. Dillingham, '02,	Honolulu
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